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ABSTRACT

This packet contains guidelines, a student competency checklist, and student evaluation sheet for use in a Wisconsin school-to-work state skill standards certificate program in construction. The guidelines provide a planning resource for implementing the program, which was created in partnership with unions, employers, the state Department of Public Instruction, and the Department of Workforce Development. The four sections of the guide are as follows: introduction and program overview, a description of the school-based learning components, a description of the work-based learning components, and sample forms and application materials for use in the program. The student competency checklist is a booklet designed to help students keep track of their progress by checking off each competency as they complete it. Competencies are organized into the following categories: core employability competencies; personal and interpersonal skills; thinking and information processing skills; systems and technology; specific carpentry competencies and construction industry knowledge; planning for construction; employing carpentry hand tools; employing construction power tools; materials and fasteners; residential foundations, framings, and roofs; interior walls and ceilings; inter and exterior doors, windows, and stairs; insulation application; residential floors and sills; and exterior walls and trim. The evaluation sheets provide rating scales and a record of student mastery and teacher comments for the competencies listed in the student competency checklist. (KC)

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Guidelines For Implementing State Skill Standards Certificate Program In Construction

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Guidelines for Implementing a State Skill ***Standards*** Certificate Program in Construction

Associated General
Contractors of America

Wisconsin Department
of Public Instruction

Milwaukee Chapter of United
Brotherhood of Carpenters

Department of
Workforce Development

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Forward

Construction Skill Certificate Program

In May 1994, the federal School to Work Opportunities Act (STWOA) became law. The purpose of the Act is to create a school-to-work system based on industry-recognized skill standards that assist in easing students' transition from high school into post secondary education and/or employment. In the past, Wisconsin students received school-to-work transition opportunities through strong academic programs, education for employment initiatives, and vocational education experiences. Wisconsin is now building upon these bases in many ways, one of which is to develop competencies for industry skill standards that are transportable to either post secondary education or work environments.

A method to achieve industry-based skill standards is through a program known as the construction skill certificate program. This is a two-year, school-supervised, training experience activity for junior- and senior-level high school students. It is a partnership among business, industry, labor, parents and the school which provides students, based upon individual career goals, with **authentic experiences** in the world of work, combined with classroom instruction.

This guide is intended to serve as a planning resource for the implementation of an approved skill standards certificate program. State approval of the program described in this guide is dependent on achievement by students of the industry driven and validated competencies identified for each content area.

Students completing an approved program and demonstrating skill competency will achieve a certificate endorsed by the Department of Workforce Development and the United Brotherhood of Carpenters/AFL-CIO. Student learners are also eligible for recognized hours of credit in the adult apprenticeship program. Local school districts are expected to work with their Joint Apprenticeship Council (JAC) to establish a credit agreement.

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Section I

Introduction and Program Overview

Introduction: School to Work

The Wisconsin school to work skill standards certificate programs are designed in partnership with business and industry and labor representatives and educators around the integration of school-based and work-based learning, with appropriate career development experiences.

Every employment opportunity today requires the application of knowledge and skills in a real-world context. The skill standards certificate program encourages students to move through a series of learning activities with opportunities for career exploration, further learning, and employment skills based on state standards.

To effectively implement a skill standards certificate program, you must first assess where you are with respect to the three components of school to work: school-based learning, work-based learning, and connecting activities. Successful school-to-work programs are built around a series of activities that go far beyond a stand-alone cooperative education offering. Implementation of this new approach to certified programs must consider the following school-to-work components:

Work-Based Learning

- Employability Skills Development
- Training Experience
- Mentoring
- Technical Competency
- Field Study/Project Based Experience
- Instruction in All Aspects of Industry

School-Based Learning

- Career Awareness, Exploration, and Planning
- Identification of a Career Major
- Integration of Academic and Vocational Education
- Evaluation Systems
- Secondary/Post Secondary Partnerships

Connecting Activities

- Matching Students with Employers
- Professional Staff Development
- Student Assistance Programs
- Recruitment of Employers
- Community and Employer Relations

The Wisconsin Construction Skill Certificate Program can assist students in transitioning from school into a career of their choosing.

The attainment of a state-approved skill certificate that integrates all three of the described components is the outcome of an effective school-to-work system.

Local School District Implementation Cycle

Course of Events for Construction
State Skill Standards Certificate Program

Year 1

December
Application forms and skill competencies in Construction are made available to school districts.

January
Guidelines and applications sent out to all school districts upon request. Due back to Department of Workforce Development (DWD) by March 1.

April
Program approval committee review all applications and approve implementation sites.

September
School districts submit roster of participating students for program to DWD. DWD sends out student portfolio.

December/January
Review first semester competencies. Recruit incoming students and implement 2nd semester curriculum.

See second year of program implementation.

Year 2

June
Evaluate first year completers.

September
Start new students. Implement 3rd semester for continuing students.

December
Review 3rd semester.

January
Recruit incoming students.

May
High schools notify DWD of names of students completing state skill standards requirements.

May/June
DWD sends skill certificate(s) to high schools for each student who has completed the program.

Program Design

The construction skill standards program is designed to provide training experience for juniors and seniors in high school which will contribute substantially to their educational and occupational development. The student's experience is defined by three program elements: 1) Work-Based Learning (WBL); 2) School-Based Learning (SBL); 3) Connecting Activities (CA).

It is expected that the SBL for each student will include an introduction to all aspects of an industry, thus ensuring a broad perspective of the career opportunity for the student. The training site will provide students with WBL opportunities to achieve both the employability skills and technical competencies identified by the industry for successful employment.

STANDARDS
The skill standards duties and tasks which students must achieve for certification are industry developed and approved by the Department of Workforce Development and the United Brotherhood of Carpenters. The competencies are measured by the journey-level (journeyman status) mentor and in school by the teacher coordinator and other staff.

The certificate earned by the student will be issued by the State of Wisconsin. The certificate becomes a part of the student's portfolio. The student portfolio will contain a performance record for both the WBL experience and the SBL experiences. The portfolio is monitored and evaluated by the teacher coordinator and journey-level mentor.

PROGRAM SUPPORT
The school must furnish classroom facilities, reference materials, teaching aids, mentor training, and a teacher coordinator. Local business, industry and labor establishments provide training and assessment experiences for the students, collaboration time with a teacher coordinator, a trained mentor, and assessment of competencies.

APPLICATION REQUIREMENTS
Local education agencies (LEAs) implementing a construction skill standards certificate program must file an application for approval by the DWD.

Once approved, the LEA will assume the responsibility to ensure that all procedures as described in this guide are followed.

Approved sites will build their education program around the following:

- State approved industry-developed competencies;
- Four semesters (two years) of school based related instruction integrating employability skills;
- Skill training with a training site mentor for a minimum of 480 hours of practical experience focused on their senior year;
- Training provided at the training site may be implemented through a school project, home construction, remodeling or home rehab, community development, etc;
- Career planning and placement based on student career goals;
- Successful completion of at least 90% of the total identified competencies identified in the portfolio;
- Training at work sites are provided by the school district in an extended lab experience.

These sites must be nonprofit and are to be under the guidelines of the school district.

See qualifications of journey-level work site mentor (see assurances page, application guidelines).

Local Program Eligibility

School Districts/High schools interested in participating in the state industry-based construction skill standards certificate program must submit an application to the DWD for prior approval by March 1st. Each high school must apply individually with a separate application. High Schools seeking skill certificate approval must agree to the following requirements and methods of implementation:

1. The program must be operated by the local school district in partnership with business, labor and industry, and the Joint Apprenticeship Committee.

2. The student selection process must be fair and equitable and address the needs of all student populations. (Schools must submit a copy of selection criterion with their application.) See page 10 for more information.

3. The curriculum must be rigorous state-developed curriculum framework. All students must be provided the opportunities to achieve state-approved industry-based skill standards and employability competencies as listed in the learning plan.

   A. Students will be in SBL class(es) which provide the following:
      - Instruction in employment skills related to the world of work which include instruction in basic skills, personal and interpersonal skills, thinking and information processing skills, and relationships of systems and technology.
      - Instruction including the knowledge's and technical skills directly related to the occupation(s) toward which future placement is directed.

   B. The related class must meet for the duration of the program for at least the same number of minutes as any other class receiving equal credit.

4. An education and training agreement must be developed among the school, sponsor, parent/guardian, and student. The agreement states the conditions to which the participants agree when involved in the learning effort of students. A sample agreement is shown on page 30 of this guide.

5. An individualized learning plan outlining the major training competencies to be learned by the student and in the related classroom instruction is required. A sample learning plan can be found on page 32 of this guide. (See additional information on page 3.)

6. A student will be in a work site an average of 15-20 hours per week in order to experience the whole cycle of a work week. A work site experience is required for a minimum of 480 hours.

7. Programs implementing state-certified skill standards must have an established business, industry and labor advisory committee and Joint Apprenticeship Committee.

8. The approved teacher coordinator for the training site experience must be DPI certified (licensed) with a 220 and a 299 occupational construction license or have journey-level certification. Note: Where the work site mentor is 220/299 certified the project must have journey-level mentoring.

9. The approved teacher coordinator is assigned a sufficient amount of time in their daily schedule to supervise and coordinate the experience. The general rule is one hour of coordination per day per 12 students or 20 minutes per week per student. In addition, it is recommended that coordinators have extended contracts to aid in developing new training partnerships.

10. A journey-level mentor is required to provide necessary supervision, training, and assessment of the student while at the training site. The teacher coordinator is responsible for coordinating the learning activities of the student with a trained mentor.

Responsibilities of the Partners

In developing a program, there are expectations and understandings that affect all partners involved. The responsibilities defined below should be understood by all partners when developing a skill standards program.

The Student Will:

- Cooperate with the training site mentor and teacher coordinator, engage in the training experience as a learning experience, observe business etiquette, and abide by all safety rules.
- Notify the school and mentor in advance when absence is unavoidable.
- Maintain school performance in order to remain eligible for the program.
- Work in conjunction with the teacher coordinator to complete all necessary reports.
- Demonstrate work ethic and safety habits which include: showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
- Remain with the training sponsor during the agreement period except by mutual agreement of all parties involved to end the experience.
- Abide by the rules and regulations of the cooperating training partner organization.

The Cooperating Training Partner Organization Will:

- Provide activities which will contribute to the achievement of the required competencies (at nonprofit training sites).
- Provide a journey-level training site mentor for the education and safety of the student.
- Observe and evaluate student performance at the training site.
- Provide training and assessment for the student during the agreed times.
- Serve on the local advisory committee.
- Adhere to all Federal and State regulations regarding applicable child labor laws and coordinate safety at the training site.

The Parent(s) or Guardian(s) Will:

- Be responsible for providing transportation for the student to and from the training site. Exceptions may be necessary for special populations students.
- Participate in conferences with the teacher coordinator.
- Become knowledgeable concerning the purposes and procedures of the learning plan.
- Provide encouragement and assistance to insure their child receives the maximum benefit from the experience.
- Cooperate with project staff in the resolution of problems related to the program or their child.

The Teacher Coordinator Will:

- Assist the training site mentor in creating a learning plan to meet the needs of the student on the state-approved skill competencies.
- Observe and assess the student in school as determined in the learning plan.
- Cooperate with the mentor with evaluation of the student. Final evaluation is the responsibility of both the teacher coordinator and mentor.
- Assist in the resolution of problems that may arise in the program.
- Provide meaningful school-based learning and connecting activities related to the needs of the student and assessing the state employability skills identified in the skill certificate.
- Work with a local JAC committee to maintain a quality program.
- Provide and promote supporting activities, such as student organizations, advisory committees, and community activities that integrate co-curricular activities which will contribute to the achievement of the skill certificate competencies.

Section II

School Based Learning Components

SCHOOL BASED INSTRUCTION (SBI)

School based instruction refers to a formal "in-school" learning program which correlates with a planned training experience, both of which are designed to develop the student's marketable skill into a career choice. The competencies identified in the learning plan fall into two categories: employability and technical. Employability related instruction deals with conditions and relationships of labor and business and training in general. It develops attitudes, knowledge, and understanding which are common to everyone engaged in the work process. These competencies are sometimes referred to as core employability skills and are closely aligned with the SCANS competencies.

SCHOOL BASED LEARNING (SBL)

Construction programs implementing a state certified skill certificate program must have a school based component. The delivery of this requirement may vary from school to school but all must maintain the following conditions:

- Teach employability skills (SCANS competencies);
- Provide a minimum of 4 semesters of related school instruction (technical and knowledge based);
- Teacher coordinators must be certified by the Department of Public Instruction #299;
- A local JAC program committee will be used in planning and assessing the program; and
- Appropriate safety instruction will be integrated into the training program.

School-based learning includes academic and vocational courses. These courses should be identified and sequenced during the student's high school experience to assist in the career development process. The integration of academic and vocational coursework will add to the value of the technical and employability skills being delivered through the experience by reinforcing the content and application in a variety of learning settings.

Selection of Students

Your student selection process should not be designed to eliminate problem students or allow only high-ability students to enroll in the program. Rather, it should reflect your desire to serve all students interested and based on individualized career goals and abilities. The only restriction on the number of students in the program is availability and suitability of training site and size of classroom facilities.

Training Agreements

The training agreement is a written statement of the partnership commitment of each of the stakeholders involved in the program, usually the student, mentor, parent/guardian, and teacher coordinator. It is an essential and business-like way of agreeing on the responsibilities of those involved in the program. The agreement should be signed by each of the partners and a copy given to each. A sample *Training Education Agreement* is on page 30 of the operational guidelines.

The agreement should prevent any misunderstanding about the program and the procedures to be followed. It should also differentiate it from other work-based learning programs offered by the school district.

Items that must be included in the agreement are:

- Name of student, birthdate, social security number, address, and telephone number;
- Name of cooperating teacher and phone number;
- Name of sponsoring agency, address, and telephone;
- Name of journey-level training site mentor;
- Name of local JAC;
- Duration of training experience;
- Responsibilities of mentor, student, teacher coordinator, and parent/guardian;
- Conditions of the training experience such as wages, hours, etc. If a special minimum wage is issued, the school must show approval by the Wisconsin Department of Workforce Development and the U.S. Department of Labor if the training is outside the jurisdiction of an extended school lab. (Provide additional information on separate sheet if necessary.);
- Duration of training experience; and
- Signature line for each of the partners

Learning Plans

A learning plan is different than the training agreement in that the learning plan states the specific school-based and work-based learning to be offered to the student. The purpose of the learning plan is to organize and correlate classroom instruction with the learning experiences at the training site. It should organize the learning into a logical sequence, based upon state-approved competencies and the student's career goals. A *sample learning plan* is on page 32.

The ultimate responsibility for learning plan development rests with the teacher coordinator and the training-site mentor. Students should also be involved in the development of the plan because it serves as a guide to *all* parties involved in the experience.

Students who continue to perform the same routine tasks once they have demonstrated competence are not developing the occupational competencies necessary for career development. It is important that the training site chosen for placements provide for experiences in all areas of the identified competencies. The participating sponsors should offer a variety of training experiences which allows learning to progress from the simple to the complex, culminating in an exposure of all aspects of the industry.

Training site mentors need to be familiar with the content of the related class taught by the teacher coordinator. Using a learning plan that specified the objectives and teaching strategies of work-based learning and school-based learning enables the mentor to have a better understanding of the comprehensive nature of the program.

A procedure for developing a learning plan is identified below:

1. Identify the duties/tasks and competencies that are observable in the training site.

   Develop an individualized learning plan *for each student* based on the competencies provided in the state-approved certificate. Training site tasks should be directly related to the identified competencies.

2. Evaluate the list of tasks and competencies with the mentor to determine what activities the student can do at the site to demonstrate proficiency in the identified competencies.

   Regardless of the original source of the tasks, the training site mentor should examine the task and competency list to be sure that the student will be able to demonstrate proficiency of them on the job. In addition, the mentor should be asked to identify other tasks and competencies that the student may be performing in that training site.

3. Identify the tasks and competencies to be evaluated for each grading period, based on related classroom learning and the needs of the mentor.

4. Give the student a copy of the tasks and competencies for which she/he is responsible during each grading period.

Having student learners prepare journals describing their experience provides intermediate feedback to the student and teacher and could be used in the grade period evaluation process. Research findings have shown that when students know what they are responsible for achieving and how they will be evaluated, they perform better. Therefore, students must know what they are responsible for achieving at the training site so that they can focus on learning and performing those tasks. Students should review the learning plan for their consideration. Have them present when the teacher coordinator and mentor finalize the learning plan.

Granting High School Credit

Credit must be granted by the high school for the school-based learning and training site experience. District guidelines need to be followed concerning the number of credits that will apply toward graduation for each of the school-based and work-based learning components.

However, credit for experiences should be granted only under the following conditions:

- The student is training in an area directly related to the program in which the student is enrolled;

- The student completes job-related assignments in the program at an acceptable level;

- Training site experience is the result of a detailed learning plan determined by the teacher coordinator, the mentor, and the student;

- The student's program is systematically evaluated by the teacher coordinator and mentor.

Developing appropriate articulation agreements with state and local apprenticeship committees and with postsecondary institutions is strongly encouraged. This effort should be considered in the planning stages of implementation to better assess the necessary school-based and work-based activities that would support articulated competencies.

Assessment Based on The Learning Plan

Assessment of the student's performance during each grading period must be based on the learning plan developed by the partners. A procedure for student assessment is described below.

The teacher coordinator and the training site mentor are responsible for:

1. Assessing student progress during each grading period on the identified tasks and competencies.

   Evaluating student's performance for each task and competency previously identified. For those tasks on which the student receives a low rating, the mentor identifies specific areas where improvement is needed and suggests ways the student can improve performance. For tasks on which the student receives high marks, the mentor may give examples which illustrate the outstanding performance. The mentor and the student sign the learning plan and keep a copy.

   Students may master some tasks and competencies at both sites. Additional tasks and competencies to be mastered and assessed during the next grading period are determined and a new learning plan is designed. (See Construction Program Evaluation page 14.)

   During the assessment process it is important to allow students the opportunity to do self assessment of their progress. A self-evaluation form is included on page 34. Student journals may also prove to be helpful in reviewing problems and progress over the grading period.

2. Communicate the results of the assessment to the student.

   The teacher coordinator and the mentor meet with the student to discuss the evaluation. Identify areas that need to be improved and inform the student of the mentor's suggestions for improvement. Also identify strengths that have been pointed out on the training site and in the classroom. Provide evidence to support the evaluation of the tasks and competencies.

   Ask the student to sign the learning plan. Give the student a copy of the tasks and competencies identified for the next grading period and discuss the new learning plan.

   Involve parents in performance review process at least once a year.

3. Continue the evaluation process. For each assessment period established by the school, the teacher, coordinating with the student and mentor, should repeat this process.

To achieve mastery of the state-approved competencies the student must receive a proficiency rating (4 or 3) on 90% or more of the total competencies identified for that certificate. The remaining 10% can be issued at the introductory level (2) or may not have been assessed but students were exposed to the remaining competencies. Students falling behind on the total number of proficiency ratings at the end of each grading period should be receiving additional support and assistance in skill development.

Construction Skills Standards
Final Evaluation

Student _____ Mentor _____

Training Site _____ School _____

Teacher _____ Date _____

Competency Area	Required Points	Possible Points	Points Achieved
1. Core Employability	79	88	_____
2. Specific Carpentry Competencies			
A. Construction Industry Knowledge	32	36	_____
B. Planning for Construction	36	40	_____
C. Employing Carpentry Hand Tools	50	56	_____
D. Employing Construction Power Tools	47	52	_____
E. Materials and Fasteners	36	40	_____
F. Residential Foundations, Framings, and Roofs	32	36	_____
G. Interior Walls and Ceilings	36	40	_____
H. Interior/Exterior Doors, Windows, and Stairs	40	44	_____
I. Insulation Application	18	20	_____
J. Residential Floors and Sills	40	44	_____
K. Exterior Walls and Trim	22	24	_____
Total Points	**468**	**520**	

No more than 10% at the "2" rating in each area may be achieved

Rating Scale

4 Proficient and Skilled-independent-quality work
3 Moderate Skills-needs minimum supervision or practice
2 Introductory Skills-requires supervision and/or practice
1 Skill Training-requires mentor supervision
0 Did not have an opportunity to observe

Workplace Mentor _____ Date _____

Teacher Coordinator _____ Date _____

Construction Program Site Evaluation

Student _____
Date _____
Course _____
Mentor _____
Training Site _____

Total Points = _____ *Grade =* _____

Training Site Competency _____

55 Able to perform entry-level skills
Limited additional training needed
50 Able to perform entry-level skills
Additional training needed
45 Familiar with entry-level process
Unable to perform tasks
40 Is having difficulty with entry-level skills

Attendance _____

5 Outstanding attendance record
4 Occasional excused absences
3 Occasionally tardy
2 Frequently absent or tardy
1 Absent or tardy without notification

Reliability _____

5 Outstanding skills - tasks done early
4 Above-average skills, tasks on time
3 Maintains constant level of performance
2 Lets down on performance pace occasionally
1 Fails to perform some tasks

Initiative _____

5 Asks to do/learn additional tasks
4 Always cooperates without being asked
3 Usually eager and cooperative
2 Reluctant to do/learn new tasks
1 Uncooperative; performs tasks only if asked

Accuracy _____

5 Above-average accuracy, checks if unclear
4 Normal amount of mistakes made
3 Does less than satisfactory
2 Unacceptable amount of mistakes

Flexibility _____

5 Understands and follows multiple directions
4 Accepts change of tasks willingly/easily
3 Sometimes has problems changing tasks
2 Continually has problems changing tasks

Teamwork _____

5 Is tactful and understanding with co-workers
4 Usually courteous working with co-workers
3 Usually gets along with co-workers
2 Sometimes rude and indifferent
1 Frequently rude and uncooperative

Communication _____

5 Outstanding communication skills
4 Able to clearly communicate
3 Some problems communicating
2 Frequent problems communicating
1 Unacceptable communication skills

Overall Attitude _____

5 Extremely dedicated, will go the extra mile
4 Appears to really enjoy the training experience
3 Usually does just what is expected
2 Seems somewhat indifferent about experience
1 Frequently complains about training experience

Training Area _____

5 Training site is extremely neat/organized
4 Training site is very organized
3 Training site is organized/operational
2 Training site is disorganized

GRADING SCALE:

93	-	100	=	A
86	-	92	=	B
78	-	85	=	C
68	-	77	=	D

Comments: _____

Additional comments on back . . . .

Section III

Work-Based Learning Components

Skill Training

In Section III we look at the remaining two components of the construction program delivery system - work-based learning (WBL) and connecting activities. "Learning by doing" is the foundation of work-based learning. Students must be provided the opportunity to participate in a training experience that assesses the state-approved competencies. Skill training experience also connects the school-based instruction, school-based learning and contextualizes the learning.

Instruction at the training site is provided under the guidance of the mentor. Students develop the technical skills related to performance standards and entry-level employment. The strategies used reinforce the school-based components of school to work requiring collaboration of both educators and mentors. Students demonstrate competencies learned in the classroom while performing tasks at the training site. The mentor is directly involved in the training as well as the assessment of the student skills.

Skills for the future require the integration of academic content and technical skill development. Employability skills identified in the SCANS report are required components of the education skill certificate program. This effort is supported by the Wisconsin education for employment standard which emphasizes the need for:

- business, labor, education partnerships, and JAC
- application of basic skills
- career development
- employability skills and attitudes
- school-supervised training experience
- knowledge of all aspects of industry

Program Policies for Skill Training

Students are expected to follow the local district's policies and rules for a work-based learning experience. Policies 1, 5, and 9 are required elements of the program; the remaining policies are strongly recommended.

1. Students in an extended school lab training program are not required to be paid nor are they required to obtain a work permit.

2. Students are required to maintain a daily record (journal) of their training experiences.

3. If a problem occurs at the training site, the student is responsible for contacting the teacher coordinator immediately. The teacher coordinator will investigate the situation to resolve the problem.

4. Students must work a minimum average of 15-20 hours per week or a minimum total of 480 hours on the training site to fulfill the program requirements.

5. The school district is responsible for transportation to and from the training site unless special arrangements are made through the local district.

6. Students who are injured on the job must report the injuries to their training site supervisor immediately and to the teacher coordinator as soon as reasonably possible. We strongly recommend an outside phone be placed at the training site for emergencies.

7. Students may not, without permission from the teacher coordinator, report to their training site when they are absent from school.

8. Student training experiences must be coordinated with school-based instruction (SBI) and school-based learning (SBL).

9. Students who are removed from the training site as the result of dishonesty of any kind will be removed from the program. Additional disciplinary action may be taken by the sponsoring agency and/or the school depending on the circumstances.

10. Written consent of the teacher coordinator, mentor, and parent/guardian is necessary for a student to quit the program.

11. The student will follow the attendance policies of the school.

Mentoring

Mentoring activities are those which support the needs of students by developing and maintaining a supportive relationship with an adult. The mentor nurtures the students by helping them adjust to the culture of the training site and orienting them to career options and pathways.

Mentoring programs provide a variety of useful functions for youth, both psycho social and instrumental in nature. They expose and socialize young people to the world of employment; strengthen ties to the labor market; increase access to opportunities; develop the social skills and work ethic of youth; and contribute to an atmosphere of cooperation and flexibility at the training site.

The sponsoring agency must agree to provide a mentor(s) for students at the training site. Mentors must be skilled, experienced, journey-level workers who can teach youth about the industry and the world of work. Mentors will be required to attend training which will provide insight and the knowledge necessary to work with high school aged youth and meet regularly with school personnel and parents/guardians.

The roles and responsibilities of the mentor will vary from setting-to-setting but there are basic functions that all mentors ought to perform:

- Initiating the student to the training site culture—introducing young people to an adult social system, a new culture with its own rules, conventions, and norms. This can include both formal and informal organizational structure;

- Advising youth on career directions and opportunities, providing networking opportunities, and generally helping expand the young person's career goals;

- Helping the student to resolve practical problems—including personal difficulties encountered at the sponsoring agency, school, and training experience-related issues.

Mentor training is required and is the responsibility of the local school district.

Construction
Wisconsin Occupational Program Skills

Student: _____ High School: _____

Training Site: _____

Skill Standards Rating Scale

4 Proficient and Skilled—independent-quality work

3 Moderate Skills—needs minimum supervision or practice

2 Introductory Skills—requires supervision and/or practice

1 Skill Training—requires mentor supervision

0 Did not have an opportunity to observe

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				PART ONE: Core Employability Competencies BASIC SKILLS **(A score of 79 or greater is required to pass this section.)**							
				1. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.							
				2. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs and flow charts.							
				3. Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.							

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Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				4. Listening—receives, attends to, interprets, and responds to verbal messages and other cues.							
				5. Speaking—organizes ideas and communicates orally.							
				6. Career Development—understands application process, develops personal career goals, understands individual potential.							

Personal/Interpersonal Skills: Displays responsibility, self-esteem, sociability, self-management, integrity and honesty, and extends these skills to facilitating working well with others.

				7. Demonstrates integrity/honesty and chooses ethical courses of action.							
				8. Serves clients/customers, working to satisfy customer's expectations.							
				9. Participates as a member of a team, contributing to group efforts.							
				10. Demonstrates leadership skills, including teaching others new skills.							
				11. Works well with women and men from diverse backgrounds.							

Thinking/Information Processing Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason, acquiring and utilizing information to aid these processes where necessary.

				12. Organizes, maintains, interprets, communicates information, using computers to aid this task where necessary.							
				13. Recognizes problems and devises and implements plans of action.							
				14. Generates new ideas through creative thinking.							
				15. Makes decisions through specifying goals and constraints, generating alternatives, considering risks, and evaluating and choosing the best alternatives.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				16. Uses efficient learning techniques to acquire and apply new knowledges and skills.							

Systems/Technology: Understands complex inter-relationships of systems and works with a variety of technologies.

				17. Knows how social, organizational, and technological systems work and operates effectively with them.							
				18. Understands relationships among technological function, pinpoints errors in technologies' performance and corrects problems in operations.							
				19. Selects the appropriate tools or equipment for a task, including computers and related technologies.							
				20. Understands the function and proper procedures for technologies related to a task.							
				21. Prevents, identifies, or solves problems with equipment, including computers and other technologies.							
				22. Understands basic safety precautions and takes measures to implement them.							

SPECIFIC CARPENTRY COMPETENCIES
CONSTRUCTION INDUSTRY KNOWLEDGE **(A score of 32 or greater is required to pass this section.)**

				1. List the process of residential construction from design to completion.							
				2. Identify the process of commercial construction from design to completion.							
				3. Outline the responsibilities of the construction trades, carpentry, plumbing, electrical, etc.							
				4. Demonstrate a knowledge of the skills, job positions, and career ladders in construction.							
				5. Identify the materials used in residential and commercial construction.							

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Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				6. Justify which materials are best used in construction (residential and commercial).							
				7. Use and communicate construction terminology.							
				8. Show knowledge of and use good safety practices.							
				9. Demonstrate the requirements and realities of the construction trades.							

Planning for Construction (A score of 36 or greater is required to pass this section.)

				10. Outline the apprenticeship process.							
				11. Read, produce, and interpret working drawings.							
				12. Accurately interpret blueprint symbols.							
				13. Apply math skills to interpret blueprint dimensions.							
				14. Demonstrate the use of computer applications in the design process (CAD).							
				15. Demonstrate the use of computers in construction planning.							
				16. Demonstrate the use of the computer to estimate project material requirements.							
				17. Demonstrate the use of the computer to estimate labor resource needs.							
				18. Demonstrate a general knowledge of state residential building codes.							
				19. Demonstrate an understanding of statutory compliance issues, i.e., ADA, Environmental, OSHA, etc.							

Employing Carpentry Hand Tools (A score of 50 or greater is required to pass this section.)

				20. Accurately read and measure folding wood rule, layout tape and combination square.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				21. Copy and transfer angles using a sliding T-bevel.							
				22. Read linear scales and check squareness using framing square.							
				23. Check vertical wall for plumbness and flat surface for levelness with a level.							
				24. Cut stock with crosscut saw.							
				25. Cut stock with keyhole saw.							
				26. Cut trim with coping saw.							
				27. Cut square angles with miter box saw.							
				28. Cut metal with hacksaw.							
				29. Plane stock and perform adjustments using Block and Jack planes.							
				30. Cut stock using wood chisels.							
				31. Select and use standard screwdrivers and spiral ratchet screwdriver.							
				32. Select and use proper hammers in construction.							
				33. Demonstrate skill with "other" tools used by the industry.							

Employing Construction Power Tools (A score of 47 or greater is required to pass this section.)

Demonstrate the proper use of:

				34. Cross cutting and ripping with the circular saw.							
				35. Cutting curves and angles with electric jig saw.							
				36. The portable router to shape building products.							
				37. The electric plane.							
				38. The electric hand drill.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				39. The portable belt sander.							
				40. Cutting angles with electric miter box.							
				41. Cutting sheet goods with stationary circular table saw.							
				42. Cutting materials with radial arm saw.							
				43. The power nailer.							
				44. The screw gun.							
				45. The reciprocating saw.							
				46. Power activated tools.							

Materials and Fasteners (A score of 36 or greater is required to pass this section.)

				47. Identify and describe functions of construction lumber, its physical properties and applications.							
				48. Identify varieties and grades of sheet products.							
				49. Calculate measurements for given amounts of sheet products.							
				50. Calculate total board feet for a given amount of lumber.							
				51. Demonstrate a knowledge of the types and grades of sheet products, lumber and their applications.							
				52. Estimate the amount of material needed for a given job.							
				53. Identify fasteners (nails and screws) for wood construction.							
				54. Apply proper glues and mastics.							
				55. Identify and know how to apply fasteners for concrete and masonry.							
				56. Demonstrate knowledge of various materials used in residential and commercial ceilings.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
Residential Foundations, Framings, and Roofs (A score of 32 or greater is required to pass this section.)											
				57. Demonstrate a knowledge and application of terms associated with footings and foundations.							
				58. Demonstrate a knowledge of the materials and properties utilized in footings and foundation construction.							
				59. Identify the parts of a form and types of form ties and clamps.							
				60. Use proper terms associated with framing houses.							
				61. Design, lay out and calculate roof support, dimensions and materials.							
				62. Demonstrate a knowledge of materials used in residential roofing.							
				63. Estimate materials needed for a residential roof.							
				64. Calculate the amount of roof sheathing felt and shingles.							
				65. Demonstrate a knowledge through application of the materials for roof flashing, soffits, gutters and trim.							
Interior Walls and Ceilings (A score of 36 or greater is required to pass this section.)											
				66. Identify and calculate measurements for framing and wall construction.							
				67. Demonstrate ability to lay out wall and partition locations.							
				68. Accurately cut and install studs, trimmers, cripples and headers to length for walls.							
				69. Install ceiling joists, purlin and headers to standards.							
				70. Estimate materials needs of sheetrock for a specific job.							
				71. Measure, cut and install sheetrock; finish joints and depressions.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				72. Measure, cut and install wood panels and trim.							
				73. Demonstrate through application knowledge of and use steel studs.							
				74. Measure and install crown and baseboard moldings.							
				75. Measure and install ceiling grid and tiles.							

Interior/Exterior Doors, Windows and Stairs (A score of 40 or greater is required to pass this section.)

				76. List terms that are associated with interior/exterior doors, windows and stairs.							
				77. Outline information or standards required for the installation of windows and doors.							
				78. Estimate the amount of material needed to trim a room.							
				79. Demonstrate ability to hang interior and exterior doors and hardware to industry standards.							
				80. Demonstrate a knowledge through application of the types of materials used in window and door construction.							
				81. Demonstrate ability to install double hung window and hardware to industry standards.							
				82. Accurately measure, cut, and install door jams and trim.							
				83. Accurately measure, cut and install window trim.							
				84. Demonstrate a knowledge through application of stair parts, construction and materials used.							
				85. Calculate material needs and dimensions for a given interior stair construction.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
Insulation Application (A score of 18 or greater is required to pass this section.)											
				86. Describe materials and R-Factors used in residential construction.							
				87. Estimate and properly calculate the amount of insulation materials required for a residential construction.							
				88. Apply correct vapor barriers to residential construction.							
				89. Install blanket insulation.							
				90. Determine where insulation is needed in residential construction.							
Residential Floors and Sills (A score of 40 or greater is required to pass this section.)											
				91. List terms associated with frame, floors and sills to their correct definitions.							
				92. Demonstrate knowledge through application of flooring materials, finishes and correct applications.							
				93. Identify through application floor and sill framing and support members.							
				94. Demonstrate through application knowledge of the methods used to fasten sills to the foundation.							
				95. Accurately estimate the amount of material needed to frame a floor assembly.							
				96. Demonstrate through application knowledge of factors to consider in use of floor materials and finishes.							
				97. Accurately calculate the material needs for laying resilient flooring.							
				98. Install underlayment.							
				99. Install or repair tongue and groove flooring.							
				100. Install resilient flooring.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				101. Cut and install floor joists and bridging.							

Exterior Walls and Trim (A score of 22 or greater is required to pass this section.)

				102. Know and properly apply terms associated with exterior walls and trim.							
				103. Know and properly apply types of material and fasteners used in residential use.							
				104. Know and properly apply exterior wall waterproofing.							
				105. Accurately estimate amounts of sheathing and siding for given jobs.							
				106. Install exterior wall sheathing, siding and trim.							
				107. Install corner boards or siding trim.							

Section IV

Sample Forms

Training Agreement

For Construction Skill Standards Certification

Name of Student Learner: _____

Birthdate: _____ SSN: _____

Student's Home Address: _____

Student's Home Telephone: _____

Name of Cooperating Teacher: _____ Phone: _____

Name of Sponsoring Organization: _____ Phone: _____

Address of Sponsoring Organization: _____

Name of Journey Level Work Site Mentor(s) _____

_____

_____

Name of local JAC: _____

School: _____ Telephone: _____

Starting date and ending date of program. Start: _____ End: _____

The **sponsoring organization** agrees to partner with the school(s) to offer a work-based learning program, for an appropriate length of time to demonstrate to the student learner as far as possible "all aspects of the industry."

The **student** agrees to perform all duties assigned in the pursuit of a skill standards certificate. The **student** will conform to all rules and policies of the place of training and the school. The **student** expects no special privileges, agrees to be on the training site as per schedule (barring illness), and will confer with the coordinating teacher and parents(s)/guardian(s) regarding any concerns encountered at the sponsoring agency.

The **teacher coordinator** agrees to coordinate school-based instruction, school-based learning, work-based learning, and connecting activities related to the needs of the student and mentor, assist the sponsoring agency in establishing a learning plan, and work with all partners involved to achieve program goals.

The **parent/guardian** agrees to cooperate with the school and sponsoring agency in resolving any problems related to the program and support their child as they work to meet program goals.

THIS AGREEMENT DOES NOT SUPPLANT
ANY WORK PERMIT REQUIREMENT

_____ _____

(Student's Signature) (Date) (Mentor's Signature) (Date)

_____ _____

(Parent/Guardian Signature) (Date) (Coordinating Teacher's Signature) (Date)

SAMPLE

Student Information Card

Name: _____

Address: _____

SS Number: _____

Birth Date: _____

Parent/Guardian: _____

Home Phone Number: _____

Required Graduation Credits

English: _____
Math: _____
Science: _____
Health: _____
Phys. Ed.: _____

Class Schedule

Period	Subject	Room Number	Teacher
1.			
2.			
3.			
4.			
5.			
6.			

Training Site Schedule

DAY	TRAINING HOURS
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

SAMPLE

Learning Plan

Student: _____ Employer: _____ Journey Level Work Site Mentor: _____

Job Title: _____ Teacher Coordinator: _____ Date: _____ Grading Period: _____

Job Description: Reference Materials:

Skill Certificate Competencies	Related Instruction	Where Observed	Date Observed	Initials	Comments

_____ Student Signature

_____ Teacher Coordinator

_____ Journey Level Work Site Mentor

_____ Parent/Guardian

* The above learning plan may be continued on additional pages.

The employment of the learner shall conform to all federal, state, and local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, national origin, or any background as covered by local legislation. This policy of non-discrimination shall also apply to otherwise qualified handicapped individuals.

SAMPLE

Student's Training Experience Report

(To Be Filled Out By The Student)

Student Name:	_____	Report Number:	_____
Mentor's Name:	_____	Date:	_____

Training Site Schedule

DAY	TRAINING HOURS	BREAK TIME	DAILY EARNINGS WHERE APPLICABLE
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

COMMENTS: Use the back of this page if necessary for all comments.

- What did you learn new on the training site this week?
- What safety issues need to be addressed at your training site?
- Any comments regarding your supervisor or co-workers?
- Activities you enjoyed on your training experience this week?
- Tasks you did not enjoy on your training experience this week?
- Tasks that directly related to classroom learning?
- Other comments?

SAMPLE

Student's Self Evaluation of Progress
(use additional pages if necessary)

Student: _____ Grading Period: _____

Teacher Coordinator: _____ High School: _____

Mentor: _____ Training Site: _____

General Evaluation

Assess your progress in the following areas by answering the following questions.

- **Training Site Experiences**
  Describe your training site experiences and any methods used to improve your skills.

- **Teamwork/Communication With Others**
  What type of team experiences have you been involved in? What was your level of participation in the team?

- **Responsibility**
  Describe your role in ensuring quality in your performance tasks.

- **Maintaining Schedule/Use of Time**
  Describe your training experience schedule.

Evaluation of Progress

1. What skills do you feel you have learned through this experience? How?

2. What skills do you feel you have improved? How?

3. What skills do you feel need improvement? Why?

Training Site Evaluation

1. How do you rate the quality of instruction and supervision at your training site?

2. How would you describe your interaction with fellow trainees at your training site? With your mentor?

3. Working conditions at your training site are:

4. What kind(s) of problem(s), if any, have you encountered at your training site that you feel need to be addressed?

School-Based Learning

1. How do you rate the quality of your instruction and supervision for school-based learning related to this program?

2. Describe what you have learned about work ethic SCANS skills and how have you improved your performance in those areas?

Application Guidelines for Wisconsin Skill Standards Certificate Program

Construction

Department of Workforce Development
Bureau of Apprenticeship Standards
201 East Washington Avenue
P.O. Box 7972
Madison, WI 53703

Wisconsin's Program Application
Construction Skill Standards Program

The Wisconsin Construction Skill Standards program is endorsed and supervised by the Wisconsin Department of Workforce Development (DWD), the United Brotherhood of Carpenters: Wisconsin Chapter, in cooperation with the Department of Public Instruction (DPI), and the Wisconsin Technical College System (WTCS).

The cooperative education construction skill standards program integrates workplace employability skills with school-based related curriculum. Workplace occupational knowledge and skills are linked to on-site based experiences. Students completing the skill certificate program will be issued a state certificate by DWD that reflects current skill requirements to be used in a future employment portfolio.

For information about the Wisconsin Construction Skill Standards program or the application process, contact Karen Morgan, (608) 266-3133, at the Department of Workforce Development, Bryan Albrecht, (608) 267-9251, at the Department of Public Instruction, or Jeff Dziedzic, 1-800-346-9878, at the United Brotherhood of Carpenters.

APPLICATION INFORMATION

An application must be submitted by each individual high school. Applications must be received and program implementation requirements must be approved one semester prior to implementing the program.

Please submit **two copies** of the completed application to:

Department of Workforce Development
201 E. Washington Avenue
P.O. Box 7972
Madison, WI 53703

ATTN: Karen Morgan
Bureau of Apprenticeship Standards

Applications will be considered and approved by a state review committee responsible for the occupational area reflected by the specific skill certificate. Program approval criteria are included in this guide.

Also submit one copy to your local school-to-work partnership/consortium for the purpose of technical support and improved data collection for your district.

Wisconsin Construction Skill Certificate

Application must include written documentation to the following questions:

1. Program Goals

   A. Describe the goals for the local program.
   B. Describe how this program relates to other school-based/work-based programs offered in the district.

2. Program Implementation

   A. Describe the program design, including the school related instruction which integrates:

      - specific competencies as identified in skill standards (attach selected pages from course catalog)
      - employability competencies
      - site-based coordination including assessment of state-developed competencies.

   B. Describe your high school's class schedule (e.g., 7 period day, 8 period day, block, modified block, etc.) and how the certified program will be delivered throughout the school year (grades 11 and 12 specifically).

   C. Enclose student's selected criterion. Define specific strategies to ensure recruitment of nontraditional students, minorities, and students with disabilities, for the purpose of promoting equity.

   D. Describe how this program is a part of the district's comprehensive career guidance program.

   E. Describe the qualifications of the certified journey-level training site mentor and how they are trained to work with school-aged youth.

   F. Submit a training agreement of how students, staff, parents/guardians, and business partners will be informed about the program.

   G. Describe what articulation agreements have been or are being developed with postsecondary institutions and joint apprenticeship councils.

   H. Attach a list of program sponsors who will assist in the training of students.

   I. Sign and include a copy of the attached **Program Assurances**.

   J. Describe the site conditions in which the students will be working.

Program Application for
Construction Skill Standards Certification

Construction

School Name (Please Print)

Address

School Phone Number

School Fax Number

District Code Building Code

Certified Teacher Coordinator

Certified Journey-Level Training Site Mentor

Application submitted by:

Name

Title

Phone Number

Address (if different from above)

Program Assurances

_____ high school agrees to the following assurances in the operation of a Wisconsin Construction Certificate Program.

1. The program is operated by the local school district in partnership with business, industry, and United Brotherhood of Carpenters or other.

2. Student selection adheres to all state and federal laws.

3. The program includes an integrated school-based and work-based method for all four semesters of the program for all students including a minimum of 15-20 hours of combined safety instruction.

4. A competency-based learning plan is used based on the state-approved and industry- and labor-endorsed competencies.

5. A training agreement will be submitted by the school, trade representative, parent, and the student; it will state the conditions to which the participants agree when involved in the learning by students.

6. Students will participate in training site learning for a minimum of 480 hours.

7. A business and industry labor advisory council which has expertise related to this program is involved in the planning and evaluation of the program.

8. The approved teacher coordinators are certified by the Department of Public Instruction and are trained in methods of vocational education: DPI Certification License #299 for Construction.

9. Journey-level training site mentors (needs to have had four years of apprenticeship, three years of experience, or seven years of job-related experience and be affiliated with a JAC as an advisor) will receive formal training on their responsibilities for the student learner's training site experience.

Signed _____ Date_____
District Administrator

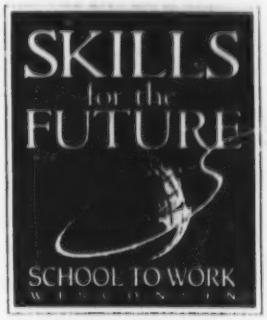
Signed _____ Date_____
Principal

Signed _____ Date_____
Certified Teacher Coordinator

Signed _____ Date_____
Certified Journey Level Mentor

CE

Student's Competency Checklist for Construction



Student _____

Wisconsin Department of Public Instruction

Wisconsin Department of Workforce Development

United Brotherhood of Carpenters

AFL-CIO

Associated General Contractors

For more information about School to Work Opportunities Act State Skill Standards Certificate Program in Construction Contact:

Lifework Education Team
Department of Public Instruction
125 S. Webster Street
P. O. Box 7841
Madison, WI 53707-7841
(800) 441-4563
or
(608) 267-9251

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

FORWARD

Congratulations on choosing to participate in the School to Work Opportunities Act Skill Certificate Program. You obviously possess the foresight to be examining your future and preparing yourself to succeed in the world of work.

We are excited to offer you this opportunity. The program you are entering has been created to give you the opportunity to learn skills which can help you onto a rewarding career path.

The competencies contained in this booklet have been developed by employers, labor, technicians, and business associates from throughout the state. This means that the skills you are learning are applicable to real-life work situations.

However, do not simply consider this experience to be "just a job." The skill certificate program offers you the opportunity to gain work experience and a valuable education—two elements which are essential to success in the world today.

The purpose of this booklet is to aid you in keeping track of your progress. As you move through your time on the worksite and in the classroom, try and observe which competencies or skills you have learned. Check off each competency as you complete it in the boxes provided.

Discuss your progress in the competency areas with your worksite supervisor and your classroom teacher. This program has been designed for you and will require your active participation in both skill and knowledge building.

	Rating Scale 4	3	2	1	0
CORE EMPLOYABILITY COMPETENCIES (A score of 79 or greater is required to pass this section.)					
1. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.	❑	❑	❑	❑	❑
2. Writing—communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs and flow charts.	❑	❑	❑	❑	❑
3. Mathematics—Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.	❑	❑	❑	❑	❑
4. Listening—receives, attends to, interprets, and responds to verbal messages and other cues.	❑	❑	❑	❑	❑
5. Speaking—organizes ideas and communicates orally.	❑	❑	❑	❑	❑
6. Career Development—understands application process, develops personal career goals, understands individual potential.	❑	❑	❑	❑	❑

Comments:

	Rating Scale				
	4	3	2	1	0
PERSONAL/INTERPERSONAL SKILLS					
7. Demonstrates integrity/honesty and chooses ethical courses of action.	❑	❑	❑	❑	❑
8. Serves clients/customers, working to satisfy customer's expectations.	❑	❑	❑	❑	❑
9. Participates as a member of a team, contributing to group efforts.	❑	❑	❑	❑	❑
10. Demonstrates leadership skills, including teaching others new skills.	❑	❑	❑	❑	❑
11. Works well with women and men from diverse backgrounds.	❑	❑	❑	❑	❑

Comments:

THINKING/INFORMATION PROCESSING SKILLS					
12. Organizes, maintains, interprets, communicates information, using computers to aid this task where necessary.	❑	❑	❑	❑	❑
13. Recognizes problems and devises and implements plans of action.	❑	❑	❑	❑	❑
14. Generates new ideas through creative thinking.	❑	❑	❑	❑	❑
15. Makes decisions through specifying goals and constraints, generating alternatives, considering risks, and evaluating and choosing the best alternatives.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
16. Uses efficient learning techniques to acquire and apply new knowledges and skills.	❑	❑	❑	❑	❑

SYSTEMS/TECHNOLOGY

17. Knows how social, organizational, and technological systems work and operates effectively with them.	❑	❑	❑	❑	❑
18. Understands relationships among technological function, pinpoints errors in technologies' performance and corrects problems in operation.					
19. Selects the appropriate tools or equipment for a task, including computers and related technologies.	❑	❑	❑	❑	❑
20. Understands the function and proper procedures for technologies related to a task.	❑	❑	❑	❑	❑
21. Prevents, identifies, or solves problems with equipment, including computers and other technologies.	❑	❑	❑	❑	❑
22. Understands basic safety precautions and takes measures to implement them.	❑	❑	❑	❑	❑

Comments:

	Rating Scale				
	4	3	2	1	0
SPECIFIC CARPENTRY COMPETENCIES					
CONSTRUCTION INDUSTRY KNOWLEDGE					
(A score of 32 or greater is required to pass this section.)					
1. List the process of residential construction from design to completion.	❑	❑	❑	❑	❑
2. Identify the process of commercial construction from design to completion.	❑	❑	❑	❑	❑
3. Outline the responsibilities of the construction trades, carpentry, plumbing, electrical, etc.	❑	❑	❑	❑	❑
4. Demonstrate a knowledge of the skills, job positions, and career ladders in construction.	❑	❑	❑	❑	❑
5. Identify the materials used in residential and commercial construction.	❑	❑	❑	❑	❑
6. Justify which materials are best used in construction (residential and commercial).	❑	❑	❑	❑	❑
7. Use and communicate construction terminology.	❑	❑	❑	❑	❑
8. Show knowledge of and use good safety practices.	❑	❑	❑	❑	❑
9. Demonstrate the requirements and realities of the construction trades.	❑	❑	❑	❑	❑

Comments:

PLANNING FOR CONSTRUCTION

(A score of 36 or greater is required to pass this section.)

10. Outline the apprenticeship process.	❑	❑	❑	❑	❑
11. Read, produce, and interpret working drawings.	❑	❑	❑	❑	❑
12. Accurately interpret blueprint symbols.	❑	❑	❑	❑	❑
13. Apply math skills to interpret blueprint dimensions.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
14. Demonstrate the use of computer applications in the design process (CAD).	❑	❑	❑	❑	❑
15. Demonstrate the use of computers in construction planning.	❑	❑	❑	❑	❑
16. Demonstrate the use of the computer to estimate project material requirements.	❑	❑	❑	❑	❑
17. Demonstrate the use of the computer to estimate labor resource needs.	❑	❑	❑	❑	❑
18. Demonstrate a general knowledge of state residential building codes.	❑	❑	❑	❑	❑
19. Demonstrate an understanding of statutory compliance issues, i.e., ADA, Environmental, OSHA, etc.	❑	❑	❑	❑	❑

Comments:

EMPLOYING CARPENTRY HAND TOOLS

(A score of 50 or greater is required to pass this section.)

20. Accurately read and measure folding wood rule, layout tape and combination square.	❑	❑	❑	❑	❑
21. Copy and transfer angles using a sliding T-bevel.	❑	❑	❑	❑	❑
22. Read linear scales and check squareness using framing square.	❑	❑	❑	❑	❑
23. Check vertical wall for plumbness and flat surface for levelness with a level.	❑	❑	❑	❑	❑
24. Cut stock with crosscut saw.	❑	❑	❑	❑	❑
25. Cut stock with keyhole saw.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
26. Cut trim with coping saw.	❑	❑	❑	❑	❑
27. Cut square angles with miter box saw.	❑	❑	❑	❑	❑
28. Cut metal with hacksaw.	❑	❑	❑	❑	❑
29. Plane stock and perform adjustments using Block and Jack planes.	❑	❑	❑	❑	❑
30. Cut stock using wood chisels.	❑	❑	❑	❑	❑
31. Select and use standard screwdrivers and spiral ratchet screwdriver.	❑	❑	❑	❑	❑
32. Select and use proper hammers in construction.	❑	❑	❑	❑	❑
33. Demonstrate skill with "other" tools used by the industry.	❑	❑	❑	❑	❑

Comments:

EMPLOYING CONSTRUCTION POWER TOOLS

(A score of 47 or greater is required to pass this section.)

DEMONSTRATE THE PROPER USE OF:

34. Cross cutting and ripping with the circular saw.	❑	❑	❑	❑	❑
35. Cutting curves and angles with electric jig saw.	❑	❑	❑	❑	❑
36. The portable router to shape building products.	❑	❑	❑	❑	❑
37. The electric plane.	❑	❑	❑	❑	❑
38. The electric hand drill.	❑	❑	❑	❑	❑
39. The portable belt sander.	❑	❑	❑	❑	❑
40. Cutting angles with electric miter box.	❑	❑	❑	❑	❑
41. Cutting sheet goods with stationary circular table saw.	❑	❑	❑	❑	❑
42. Cutting materials with radial arm saw.	❑	❑	❑	❑	❑
43. The power nailer.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
44. The screw gun.	❑	❑	❑	❑	❑
45. The reciprocating saw.	❑	❑	❑	❑	❑
46. Power activated tools.	❑	❑	❑	❑	❑

Comments:

MATERIALS AND FASTENERS

(A score of 36 or greater is required to pass this section.)

47. Identify and describe functions of construction lumber, its physical properties and applications.	❑	❑	❑	❑	❑
48. Identify varieties and grades of sheet products.	❑	❑	❑	❑	❑
49. Calculate measurements for given amounts of sheet products.	❑	❑	❑	❑	❑
50. Calculate total board feet for a given amount of lumber.	❑	❑	❑	❑	❑
51. Demonstrate a knowledge of the types and grades of sheet products, lumber and their applications.	❑	❑	❑	❑	❑
52. Estimate the amount of material needed for a given job.	❑	❑	❑	❑	❑
53. Identify fasteners (nails and screws) for wood construction.	❑	❑	❑	❑	❑
54. Apply proper glues and mastics.	❑	❑	❑	❑	❑
55. Identify and know how to apply fasteners for concrete and masonry.	❑	❑	❑	❑	❑
56. Demonstrate knowledge of various materials used in residential and commercial ceilings.	❑	❑	❑	❑	❑

Comments:

	Rating Scale				
	4	3	2	1	0
RESIDENTIAL FOUNDATIONS, FRAMINGS, AND ROOFS					
(A score of 32 or greater is required to pass this section.)					
57. Demonstrate a knowledge and application of terms associated with footings and foundations.	❑	❑	❑	❑	❑
58. Demonstrate a knowledge of the materials and properties utilized in footings and foundation construction.	❑	❑	❑	❑	❑
59. Identify the parts of a form and types of form ties and clamps.	❑	❑	❑	❑	❑
60. Use proper terms associated with framing houses.	❑	❑	❑	❑	❑
61. Design, lay out and calculate roof support, dimensions and materials.	❑	❑	❑	❑	❑
62. Demonstrate a knowledge of materials used in residential roofing.	❑	❑	❑	❑	❑
63. Estimate materials needed for a residential roof.	❑	❑	❑	❑	❑
64. Calculate the amount of roof sheathing felt and shingles.	❑	❑	❑	❑	❑
65. Demonstrate a knowledge through application of the materials for roof flashing, soffits, gutters and trim.	❑	❑	❑	❑	❑

Comments:

INTERIOR WALLS AND CEILINGS

(A score of 36 or greater is required to pass this section.)

66. Identify and calculate measurements for framing and wall construction.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
67. Demonstrate ability to lay out wall and partition locations.	❑	❑	❑	❑	❑
68. Accurately cut and install studs, trimmers, cripples and headers to length for walls.	❑	❑	❑	❑	❑
69. Install ceiling joists, purlin and headers to standards.	❑	❑	❑	❑	❑
70. Estimate materials needs of sheetrock for a specific job.	❑	❑	❑	❑	❑
71. Measure, cut and install sheetrock; finish joints and depressions.	❑	❑	❑	❑	❑
72. Measure, cut and install wood panels and trim.	❑	❑	❑	❑	❑
73. Demonstrate through application knowledge of and use steel studs.	❑	❑	❑	❑	❑
74. Measure and install crown and baseboard moldings.	❑	❑	❑	❑	❑
75. Measure and install ceiling grid and tiles.	❑	❑	❑	❑	❑

Comments:

INTERIOR/EXTERIOR DOORS, WINDOWS AND STAIRS

(A score of 40 or greater is required to pass this section.)

76. List terms that are associated with interior/ exterior doors, windows and stairs.	❑	❑	❑	❑	❑
77. Outline information or standards required for the installation of windows and doors.	❑	❑	❑	❑	❑
78. Estimate the amount of material needed to trim a room.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
79. Demonstrate ability to hang interior and exterior doors and hardware to industry standards.	❑	❑	❑	❑	❑
80. Demonstrate a knowledge through application of the types of materials used in window and door construction.	❑	❑	❑	❑	❑
81. Demonstrate ability to install double hung window and hardware to industry standards.	❑	❑	❑	❑	❑
82. Accurately measure, cut and install door jams and trim.	❑	❑	❑	❑	❑
83. Accurately measure, cut and install window trim.	❑	❑	❑	❑	❑
84. Demonstrate a knowledge through application of stair parts, construction and materials used.	❑	❑	❑	❑	❑
85. Calculate material needs and dimensions for a given interior stair construction.	❑	❑	❑	❑	❑

Comments:

INSULATION APPLICATION

(A score of 18 or greater is required to pass this section.)

86. Describe materials used and R-Factors used in residential construction.	❑	❑	❑	❑	❑
87. Estimate and properly calculate the amount of insulation materials required for a residential construction.	❑	❑	❑	❑	❑
88. Apply correct vapor barriers to residential construction.	❑	❑	❑	❑	❑
89. Install blanket insulation.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
90. Determine where insulation is needed in residential construction.	❑	❑	❑	❑	❑

Comments:

RESIDENTIAL FLOORS AND SILLS

(A score of 40 or greater is required to pass this section.)

91. List terms associated with frame, floors and sills to their correct definitions.	❑	❑	❑	❑	❑
92. Demonstrate knowledge through application of flooring materials, finishes and correct applications.	❑	❑	❑	❑	❑
93. Identify through application floor and sill framing and support members.	❑	❑	❑	❑	❑
94. Demonstrate through application knowledge of the methods used to fasten sills to the foundation.	❑	❑	❑	❑	❑
95. Accurately estimate the amount of material needed to frame a floor assembly.	❑	❑	❑	❑	❑
96. Demonstrate through application knowledge of factors to consider in use of floor materials and finishes.	❑	❑	❑	❑	❑
97. Accurately calculate the material needs for laying resilient flooring.	❑	❑	❑	❑	❑
98. Install underlayment.	❑	❑	❑	❑	❑
99. Install or repair tongue and groove flooring.	❑	❑	❑	❑	❑

	Rating Scale				
	4	3	2	1	0
100. Install resilient flooring.	❑	❑	❑	❑	❑
101. Cut and install floor joists and bridging.	❑	❑	❑	❑	❑

Comments:

EXTERIOR WALLS AND TRIM

(A score of 22 or greater is required to pass this section.)

102. Know and properly apply terms associated with exterior walls and trim.	❑	❑	❑	❑	❑
103. Know and properly apply types of material and fasteners used in residential use.	❑	❑	❑	❑	❑
104. Know and properly apply exterior wall waterproofing.	❑	❑	❑	❑	❑
105. Accurately estimate amounts of sheathing and siding for given jobs.	❑	❑	❑	❑	❑
106. Install exterior wall sheathing, siding and trim.	❑	❑	❑	❑	❑
107. Install corner boards or siding trim.	❑	❑	❑	❑	❑

Comments:

Wisconsin Skill Certificate for Construction

Areas Completed

1. Core Employability

2. Specific Carpentry Competencies
   - A. Construction Industry Knowledge
   - B. Planning for Construction
   - C. Employing Carpentry Hand Tools
   - D. Employing Construction Power Tools
   - E. Materials and Fasteners
   - F. Residential Foundations, Framings, and Roofs
   - G. Interior Walls and Ceilings
   - H. Interior/Exterior Doors, Windows and Stairs
   - I. Insulation Application
   - J. Residential Floors and Sills
   - K. Exterior Walls and Trim

Start Date _____

End Date _____

Student Information

Student _____ Phone _____

School _____ Phone _____

Teacher _____ Phone _____

Training Site _____ Phone _____

Address _____

Mentor _____

Phone _____

Other Information

Student's Work Experience

Start/End Date	Training Site	Mentor	Phone

Wisconsin Skill Standards
Student Evaluation for:

Construction

Student Name: _____ School District: _____

Instructor: _____ High School: _____

Phone Number: _____

Skill Certificate Carpentry Program: _____ Journey Level Work Site Mentor: _____

Date: _____ Training Site: _____

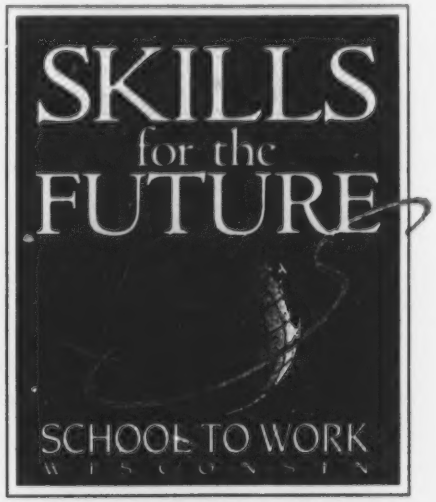
Department of Workforce Development
Bureau of Apprenticeship Standards

United Brotherhood of Carpenters
AFL-CIO

Associated General Contractors

Wisconsin Technical College System

Wisconsin Department of Public Instruction
Lifework Education Team



Sponsored by:

Milwaukee & Southern Wisconsin
District Council of Carpenters
3020 West Vliet Street
Milwaukee, WI 53208
Phone: 414-342-6301

Construction
Wisconsin Occupational Program Skills

Student: _____ High School: _____

Training Site: _____

Skill Standards Rating Scale

4 Proficient and Skilled—independent-quality work

3 Moderate Skills—needs minimum supervision or practice

2 Introductory Skills—requires supervision and/or practice

1 Skill Training—requires mentor supervision

0 Did not have an opportunity to observe

Semester 1	2	3	4	Description of Skills	Rating 0	1	2	3	4	Initials & Date	Comments
				PART ONE: Core Employability Competencies BASIC SKILLS **(A score of 79 or greater is required to pass this section.)**							
				1. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.							
				2. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs and flow charts.							
				3. Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				4. Listening—receives, attends to, interprets, and responds to verbal messages and other cues.							
				5. Speaking—organizes ideas and communicates orally.							
				6. Career Development—understands application process, develops personal career goals, understands individual potential.							

Personal/Interpersonal Skills: Displays responsibility, self-esteem, sociability, self-management, integrity and honesty, and extends these skills to facilitating working well with others.

				7. Demonstrates integrity/honesty and chooses ethical courses of action.							
				8. Serves clients/customers, working to satisfy customer's expectations.							
				9. Participates as a member of a team, contributing to group efforts.							
				10. Demonstrates leadership skills, including teaching others new skills.							
				11. Works well with women and men from diverse backgrounds.							

Thinking/Information Processing Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason, acquiring and utilizing information to aid these processes where necessary.

				12. Organizes, maintains, interprets, communicates information, using computers to aid this task where necessary.							
				13. Recognizes problems and devises and implements plans of action.							
				14. Generates new ideas through creative thinking.							
				15. Makes decisions through specifying goals and constraints, generating alternatives, considering risks, and evaluating and choosing the best alternatives.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				16. Uses efficient learning techniques to acquire and apply new knowledges and skills.							

Systems/Technology: Understands complex inter-relationships of systems and works with a variety of technologies.

				17. Knows how social, organizational, and technological systems work and operates effectively with them.							
				18. Understands relationships among technological function, pinpoints errors in technologies' performance and corrects problems in operations.							
				19. Selects the appropriate tools or equipment for a task, including computers and related technologies.							
				20. Understands the function and proper procedures for technologies related to a task.							
				21. Prevents, identifies, or solves problems with equipment, including computers and other technologies.							
				22. Understands basic safety precautions and takes measures to implement them.							

SPECIFIC CARPENTRY COMPETENCIES
CONSTRUCTION INDUSTRY KNOWLEDGE **(A score of 32 or greater is required to pass this section.)**

				1. List the process of residential construction from design to completion.							
				2. Identify the process of commercial construction from design to completion.							
				3. Outline the responsibilities of the construction trades, carpentry, plumbing, electrical, etc.							
				4. Demonstrate a knowledge of the skills, job positions, and career ladders in construction.							
				5. Identify the materials used in residential and commercial construction.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				6. Justify which materials are best used in construction (residential and commercial).							
				7. Use and communicate construction terminology.							
				8. Show knowledge of and use good safety practices.							
				9. Demonstrate the requirements and realities of the construction trades.							

Planning for Construction (A score of 36 or greater is required to pass this section.)

				10. Outline the apprenticeship process.							
				11. Read, produce, and interpret working drawings.							
				12. Accurately interpret blueprint symbols.							
				13. Apply math skills to interpret blueprint dimensions.							
				14. Demonstrate the use of computer applications in the design process (CAD).							
				15. Demonstrate the use of computers in construction planning.							
				16. Demonstrate the use of the computer to estimate project material requirements.							
				17. Demonstrate the use of the computer to estimate labor resource needs.							
				18. Demonstrate a general knowledge of state residential building codes.							
				19. Demonstrate an understanding of statutory compliance issues, i.e., ADA, Environmental, OSHA, etc.							

Employing Carpentry Hand Tools (A score of 50 or greater is required to pass this section.)

				20. Accurately read and measure folding wood rule, layout tape and combination square.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				21. Copy and transfer angles using a sliding T-bevel.							
				22. Read linear scales and check squareness using framing square.							
				23. Check vertical wall for plumbness and flat surface for levelness with a level.							
				24. Cut stock with crosscut saw.							
				25. Cut stock with keyhole saw.							
				26. Cut trim with coping saw.							
				27. Cut square angles with miter box saw.							
				28. Cut metal with hacksaw.							
				29. Plane stock and perform adjustments using Block and Jack planes.							
				30. Cut stock using wood chisels.							
				31. Select and use standard screwdrivers and spiral ratchet screwdriver.							
				32. Select and use proper hammers in construction.							
				33. Demonstrate skill with "other" tools used by the industry.							

Employing Construction Power Tools (A score of 47 or greater is required to pass this section.)

Demonstrate the proper use of:

				34. Cross cutting and ripping with the circular saw.							
				35. Cutting curves and angles with electric jig saw.							
				36. The portable router to shape building products.							
				37. The electric plane.							
				38. The electric hand drill.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				39. The portable belt sander.							
				40. Cutting angles with electric miter box.							
				41. Cutting sheet goods with stationary circular table saw.							
				42. Cutting materials with radial arm saw.							
				43. The power nailer.							
				44. The screw gun.							
				45. The reciprocating saw.							
				46. Power activated tools.							

Materials and Fasteners (A score of 36 or greater is required to pass this section.)

				47. Identify and describe functions of construction lumber, its physical properties and applications.							
				48. Identify varieties and grades of sheet products.							
				49. Calculate measurements for given amounts of sheet products.							
				50. Calculate total board feet for a given amount of lumber.							
				51. Demonstrate a knowledge of the types and grades of sheet products, lumber and their applications.							
				52. Estimate the amount of material needed for a given job.							
				53. Identify fasteners (nails and screws) for wood construction.							
				54. Apply proper glues and mastics.							
				55. Identify and know how to apply fasteners for concrete and masonry.							
				56. Demonstrate knowledge of various materials used in residential and commercial ceilings.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
Residential Foundations, Framings, and Roofs (A score of 32 or greater is required to pass this section.)											
				57. Demonstrate a knowledge and application of terms associated with footings and foundations.							
				58. Demonstrate a knowledge of the materials and properties utilized in footings and foundation construction.							
				59. Identify the parts of a form and types of form ties and clamps.							
				60. Use proper terms associated with framing houses.							
				61. Design, lay out and calculate roof support, dimensions and materials.							
				62. Demonstrate a knowledge of materials used in residential roofing.							
				63. Estimate materials needed for a residential roof.							
				64. Calculate the amount of roof sheathing felt and shingles.							
				65. Demonstrate a knowledge through application of the materials for roof flashing, soffits, gutters and trim.							
Interior Walls and Ceilings (A score of 36 or greater is required to pass this section.)											
				66. Identify and calculate measurements for framing and wall construction.							
				67. Demonstrate ability to lay out wall and partition locations.							
				68. Accurately cut and install studs, trimmers, cripples and headers to length for walls.							
				69. Install ceiling joists, purlin and headers to standards.							
				70. Estimate materials needs of sheetrock for a specific job.							
				71. Measure, cut and install sheetrock; finish joints and depressions.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				72. Measure, cut and install wood panels and trim.							
				73. Demonstrate through application knowledge of and use steel studs.							
				74. Measure and install crown and baseboard moldings.							
				75. Measure and install ceiling grid and tiles.							

Interior/Exterior Doors, Windows and Stairs (A score of 40 or greater is required to pass this section.)

				76. List terms that are associated with interior/exterior doors, windows and stairs.							
				77. Outline information or standards required for the installation of windows and doors.							
				78. Estimate the amount of material needed to trim a room.							
				79. Demonstrate ability to hang interior and exterior doors and hardware to industry standards.							
				80. Demonstrate a knowledge through application of the types of materials used in window and door construction.							
				81. Demonstrate ability to install double hung window and hardware to industry standards.							
				82. Accurately measure, cut, and install door jams and trim.							
				83. Accurately measure, cut and install window trim.							
				84. Demonstrate a knowledge through application of stair parts, construction and materials used.							
				85. Calculate material needs and dimensions for a given interior stair construction.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
Insulation Application (A score of 18 or greater is required to pass this section.)											
				86. Describe materials and R-Factors used in residential construction.							
				87. Estimate and properly calculate the amount of insulation materials required for a residential construction.							
				88. Apply correct vapor barriers to residential construction.							
				89. Install blanket insulation.							
				90. Determine where insulation is needed in residential construction.							
Residential Floors and Sills (A score of 40 or greater is required to pass this section.)											
				91. List terms associated with frame, floors and sills to their correct definitions.							
				92. Demonstrate knowledge through application of flooring materials, finishes and correct applications.							
				93. Identify through application floor and sill framing and support members.							
				94. Demonstrate through application knowledge of the methods used to fasten sills to the foundation.							
				95. Accurately estimate the amount of material needed to frame a floor assembly.							
				96. Demonstrate through application knowledge of factors to consider in use of floor materials and finishes.							
				97. Accurately calculate the material needs for laying resilient flooring.							
				98. Install underlayment.							
				99. Install or repair tongue and groove flooring.							
				100. Install resilient flooring.							

Semester				Description of Skills	Rating					Initials & Date	Comments
1	2	3	4		0	1	2	3	4		
				101. Cut and install floor joists and bridging.							

Exterior Walls and Trim (A score of 22 or greater is required to pass this section.)

				102. Know and properly apply terms associated with exterior walls and trim.							
				103. Know and properly apply types of material and fasteners used in residential use.							
				104. Know and properly apply exterior wall waterproofing.							
				105. Accurately estimate amounts of sheathing and siding for given jobs.							
				106. Install exterior wall sheathing, siding and trim.							
				107. Install corner boards or siding trim.							

Construction Skills Standards
Final Evaluation

Student _____ Mentor _____

Training Site _____ School _____

Teacher _____ Date _____

Competency Area	Required Points	Possible Points	Points Achieved
1. Core Employability	79	88	_____
2. Specific Carpentry Competencies			
A. Construction Industry Knowledge	32	36	_____
B. Planning for Construction	36	40	_____
C. Employing Carpentry Hand Tools	50	56	_____
D. Employing Construction Power Tools	47	52	_____
E. Materials and Fasteners	36	40	_____
F. Residential Foundations, Framings, and Roofs	32	36	_____
G. Interior Walls and Ceilings	36	40	_____
H. Interior/Exterior Doors, Windows, and Stairs	40	44	_____
I. Insulation Application	18	20	_____
J. Residential Floors and Sills	40	44	_____
K. Exterior Walls and Trim	22	24	_____
Total Points	**468**	**520**	

No more than 10% at the "2" rating in each area may be achieved

Rating Scale

4 Proficient and Skilled-independent-quality work
3 Moderate Skills-needs minimum supervision or practice
2 Introductory Skills-requires supervision and/or practice
1 Skill Training-requires mentor supervision
0 Did not have an opportunity to observe

Workplace Mentor _____ Date _____

Teacher Coordinator _____ Date _____

The Competencies in the Portfolio Have Been Endorsed By:

The Associated General Contractors of America

AFL-CIO
Milwaukee & Southern Wisconsin
District Council Chapter

Department of Public Instruction

Department of Workforce Development

The State of Wisconsin does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.